Date	Period	class	Attendence	Absent	Total
_ …. / …… / ……..	……….	4 / ……	……..	……..	……

Unit : (9) , Lesson : (1) (Unit Fractions)

Teacher guide's Page : …… , ***Student book's Page*** : …….

LEARNING OBJECTIVES : In this lesson the student should be able to :

1- Define unit fractions. 2- Identify unit fractions.

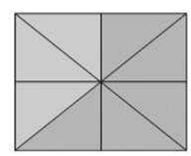
3- Compose other fractions with unit fractions.

Learning tools and resources: Worksheets ○ , S.B ● , Cards ●
Internet ○, Chart ○ , Money ●, Small places ○, Other things ●
Learning strategies : Sharing ●, Thinking ○ , Grouping ○ ,
Role playing ○, Brain storming ● , Problem solving ○ , Explain discussion ○

Discover (opening the idea) :

The unit fraction has a numerator 1

Lesson activities (Learn) :



How many unit fractions compose five-eighths؟ …..

THINK :

Amal cut a pizza into 8 equal pieces.
She ate 1 piece. Bassem ate 3 pieces.
What fraction of the pizza did each one of them eat ?



• Amal ate 1 piece of 8 equal pieces.
The fraction of the pizza she ate = $\frac{1}{8}$ ← numerator ← denominator

$\frac{1}{8}$ is a unit fraction, it is read as one eighth.

• Bassem ate 3 pieces of 8 equal pieces.
The fraction of the pizza he ate = $\frac{3}{8}$

$\frac{3}{8}$ is a proper fraction , it is read as three eighths.

Closing the idea (Summary): **Complete :**

A) One = …. + Half

B) Three Fourths as fraction is ……

Date	Period	class	Attendence	Absent	Total
_ …. / …… / ……..	……….	4 / ……	……..	……..	……

Unit : (9) , Lesson : (2) (Decomposing Fractions)

Teacher guide's Page : ……. , ***Student book's Page*** : ……..

LEARNING OBJECTIVES : In this lesson the student should be able to :

1- Decompose fractions into unit fractions.

Learning tools and resources: **Worksheets ○ , S.B ● , Cards ●**
Internet ○, Chart ○ , Money ●, Small places ○, Other things ●
Learning strategies : **Sharing ●, Thinking ○ , Grouping ○ ,**
Role playing ○, Brain storming ● , Problem solving ○ , Explain discussion ○

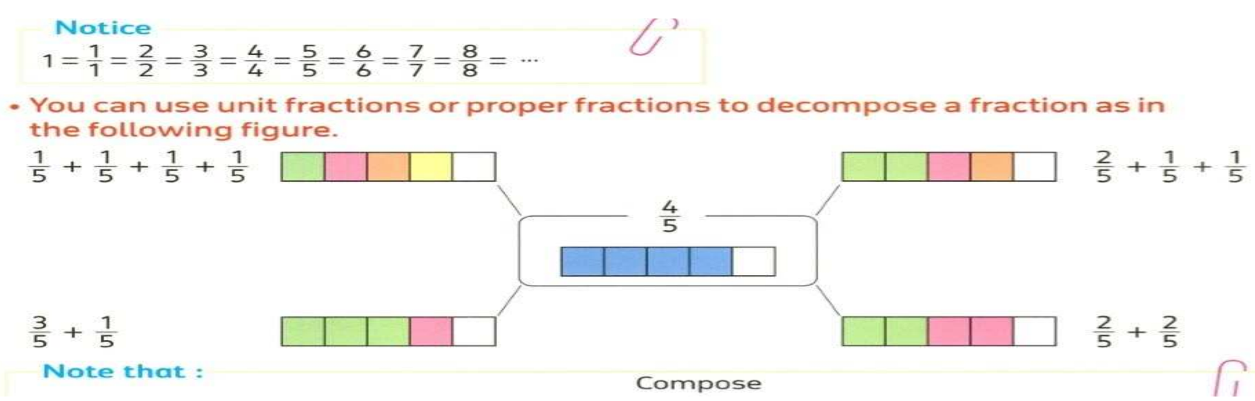
Discover (opening the idea) :

Decompose the fraction $1\frac{4}{3}$?

Lesson activities (Learn) :

Write an equation decomposing $\frac{4}{7}$ into unit fractions $\frac{1}{7}$?

THINK :



Closing the idea (Summary): **Complete :**

A) The numerator of fraction $\frac{2}{7}$ is ……

B) $\frac{3}{6} = \frac{2}{6} +$ …… **C)** $\frac{3}{5} + \frac{2}{5} =$ ………

Date	Period	class	Attendence	Absent	Total
_ .... / ...... /	....	4 /	....	....	......

Unit : (9) , Lesson : (3) (More of Decomposing fractions)

Teacher guide's Page : .... , ***Student book's Page*** : ....

LEARNING OBJECTIVES : In this lesson the student should be able to :

1-Represent fractions with repeated addition and subtraction of unit fractions.

Learning tools and resources: Worksheets ○ , S.B ● , Cards ●
Internet ○, Chart ○ , Money ●, Small places ○, Other things ●

Learning strategies : Sharing ●, Thinking ○ , Grouping ○ ,
Role playing ○, Brain storming ● , Problem solving ○ , Explain discussion ○

Discover (opening the idea) :

Decompose the fractio $\frac{3}{10}$? .... or ....

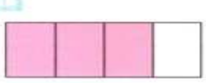
Lesson activities (Learn) :

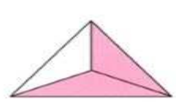
- Complete the table.

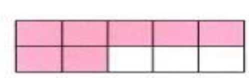
Model	Fraction	Unit fraction	Equation to form the fraction
a.			
b.	$\frac{5}{6}$		
c.		$\frac{1}{8}$	

THINK :

What is the fraction that represents the colored parts ?
Write an equation using unit fractions to show how to compose this fraction.

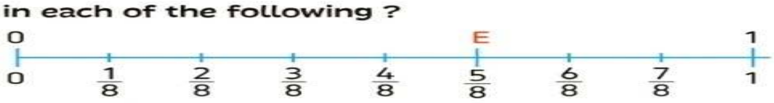
a.


b.


c.


Closing the idea (Summary):

Look at point E on the number line. How many unit fractions do you need to represent point E in each of the following ?

a.


b.


Date	Period	class	Attendence	Absent	Total
_ …. / …… / ……..	……….	4 / ……	……..	……..	……

Unit : (9) , Lesson : (4) (Fractions and mixed numbers)

Teacher guide's Page : ……. , Student book's Page : …….

LEARNING OBJECTIVES : In this lesson the student should be able to :

1- Define mixed numbers 2- Define improper fractions

3-Explain how mixed numbers and improper fractions relate to unit fractions.

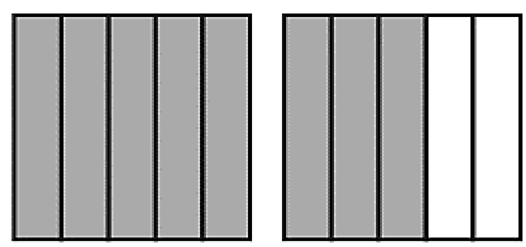
Learning tools and resources: Worksheets ○ , S.B ● , Cards ●
Internet ○, Chart ○ , Money ●, Small places ○, Other things ●

Learning strategies : Sharing ●, Thinking ○ , Grouping ○ ,
Role playing ○, Brain storming ● , Problem solving ○ , Explain discussion ○

Discover (opening the idea) :

Decompose the fraction using 3 ways $\frac{8}{13}$?

Lesson activities (Learn) :



How many unit fractions are colored ?

What is the improper fraction represented by this model ?

THINK :

Write each of the following mixed numbers as an improper fraction.

a. $2\frac{3}{4}$ b. $3\frac{5}{8}$

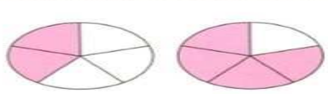
Write each of the following improper fractions as a mixed number.

a. $\frac{3}{2}$ b. $\frac{26}{3}$ c. $\frac{39}{4}$ d. $\frac{13}{7}$

Closing the idea (Summary):

Write the following fractions in the form of improper fraction and mixed number.

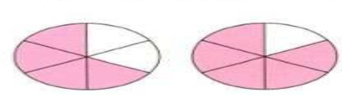
a.



Improper fraction ____________

Mixed number ____________

b.



Improper fraction ____________

Mixed number ____________

Date	Period	class	Attendence	Absent	Total
_ .... / ...... /	....	4 /	....	....	......

Unit **: (9) ,** ***Lesson*** **: (5)** **(Adding and subtracting fractions)**

Teacher guide's Page : **....... ,** ***Student book's Page*** **: ......**

LEARNING OBJECTIVES : In this lesson the student should be able to :

1- add and subtract fractions and whole numbers.

Learning tools and resources: **Worksheets ○ , S.B ● , Cards ●**
Internet ○, Chart ○ , Money ●, Small places ○, Other things ●

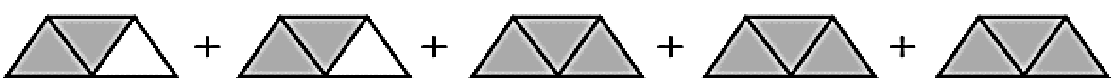
Learning strategies : **Sharing ●, Thinking ○ , Grouping ○ ,**
Role playing ○, Brain storming ●, Problem solving ○ , Explain discussion ○

Discover (opening the idea) :

Jana thinks that $\frac{4}{4}$ of a loaf of bread is the same thing as 1 whole loaf.
Do you agree or disagree ?

Lesson activities (Learn) :

Rewrite the model with whole numbers and fractions, and then solve the problem

 = ____________

________ + ________ + ________ + ________ + ________ = ____________

THINK :

Solve the following problems using numbers.

a. $\frac{3}{5} + \frac{2}{5} =$ ____________

b. $\frac{4}{9} + \frac{1}{9} + \frac{2}{9} + 4 =$ ____________

c. $\frac{10}{12} + \frac{1}{12} + 3 + 2 =$ ____________

d. $1 + 1 + \frac{1}{7} + \frac{1}{7} + \frac{1}{7} =$ ____________

e. $3 + 4 + \frac{1}{2} =$ ____________

f. $2 + 2 + \frac{3}{5} + \frac{3}{5} =$ ____________

Closing the idea (Summary):

Draw model to solve the problem $3 - \frac{1}{3}$?

Date	Period	class	Attendence	Absent	Total
_ .... / ...... /	....	4 /	....	....	......

Unit : (9) , Lesson : (6) (Adding Mixed Numbers)

Teacher guide's Page : .... , ***Student book's Page*** : ....

LEARNING OBJECTIVES : In this lesson the student should be able to :

1- Add mixed numbers with like denominators.

Learning tools and resources: Worksheets ○ , S.B ● , Cards ●
Internet ○, Chart ○ , Money ●, Small places ○, Other things ●

Learning strategies : Sharing ●, Thinking ○ , Grouping ○ ,
Role playing ○, Brain storming ● , Problem solving ○ , Explain discussion ○

Discover (opening the idea) :

Add : $\frac{2}{7} + \frac{3}{7}$ = ...

Lesson activities (Learn) :

Find the results of the following:

$2\frac{2}{9} + 3\frac{5}{9} =$ ______________________________________

$1\frac{4}{5} + 2\frac{1}{5} =$ ______________________________________

THINK :

find the results of the following :

$3\frac{3}{10} + 1\frac{9}{10} =$ ______________________________________

Closing the idea (Summary):

Salma went to market and bought $3\frac{1}{8}$ kg of banana and $1\frac{5}{8}$ kg of apple.
How many kilograms did Salma buy ?

Date	Period	class	Attendence	Absent	Total
_ …. / …… / ……..	……….	4 / ……	……..	……..	……

Unit : (9) , **Lesson** : (7) (Subtracting Mixed Numbers)

Teacher guide's Page : ……. , **Student book's Page** : ………

LEARNING OBJECTIVES : In this lesson the student should be able to :

1- Subtract mixed numbers with like denominators.

Learning tools and resources: Worksheets ○ , S.B ● , Cards ●
Internet ○, Chart ○ , Money ●, Small places ○, Other things ●

Learning strategies : Sharing ●, Thinking ○ , Grouping ○ ,
Role playing ○, Brain storming ●, Problem solving ○ , Explain discussion ○

Discover (opening the idea) :

Subtract : $\frac{5}{7} - \frac{3}{7}$ = ………

Lesson activities (Learn) :

Find the results :

$3\frac{2}{5} - 2\frac{1}{5} =$ ____

$3 - 2\frac{1}{8} =$ ____

THINK :

Hady had $3\frac{1}{4}$ cookies. He gave $2\frac{3}{4}$ to his sister. How many cookies does he have left?

Closing the idea (Summary):

solve the problem : $4\frac{7}{8} - 3\frac{5}{8}$?

Date	Period	class	Attendence	Absent	Total
…. / …… / ……..	……….	4 / ……	……..	……..	……

Unit : (9) , Lesson : (8) (Comparing fractions)

Teacher guide's Page : ……. , **Student book's Page** : …….

LEARNING OBJECTIVES : In this lesson the student should be able to :

1- Compare and order fractions with like denominators.

2- Compare and order fractions with like numerators.

Learning tools and resources: Worksheets ○ , S.B ● , Cards ●
Internet ○, Chart ○ , Money ●, Small places ○, Other things ●

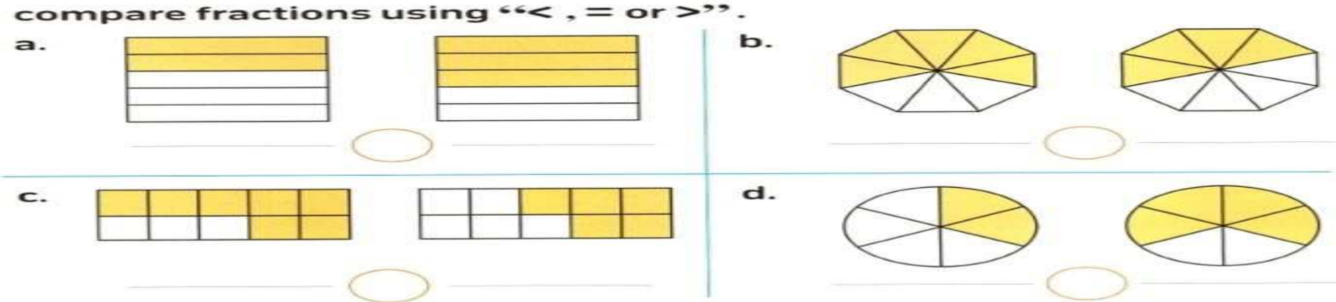
Learning strategies : Sharing ●, Thinking ○ , Grouping ○ ,
Role playing ○, Brain storming ● , Problem solving ○ , Explain discussion ○

Discover (opening the idea) : Complete :

A) The denominator of the fraction $\frac{3}{9}$ is ……………..

Lesson activities (Learn) :

Write the fractions which represent the colored parts, then compare fractions using "< , = or >".



THINK :

Compare. Write ">, < or =".

a. $\frac{2}{3}$ ☐ $\frac{1}{3}$ b. $\frac{5}{12}$ ☐ $\frac{6}{12}$ c. $\frac{3}{6}$ ☐ $\frac{3}{4}$

d. $\frac{2}{9}$ ☐ $\frac{2}{7}$ e. $\frac{4}{7}$ ☐ $\frac{5}{7}$ f. $\frac{4}{8}$ ☐ $\frac{4}{5}$

g. $\frac{3}{8}$ ☐ $\frac{5}{8}$ h. $\frac{1}{4}$ ☐ $\frac{3}{4}$ i. $\frac{4}{7}$ ☐ $\frac{4}{10}$

Closing the idea (Summary):

Compare : $\frac{4}{7}$ ☐ $\frac{4}{3}$?

Date	Period	class	Attendence	Absent	Total
_ .... / ...... /	....	4 /	....	....	......

Unit : (9) , Lesson : (9) (Same Fraction, Different Ways)

Teacher guide's Page : .... , ***Student book's Page*** : ......

LEARNING OBJECTIVES : In this lesson the student should be able to :

1- Use visual models to generate equivalent fractions.

2- Explain what makes two fractions equivalent.

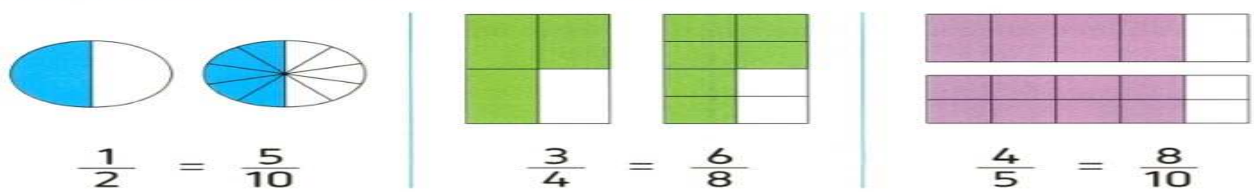
Learning tools and resources: Worksheets ○ , S.B ● , Cards ●
Internet ○, Chart ○ , Money ●, Small places ○, Other things ●
Learning strategies : Sharing ●, Thinking ○ , Grouping ○ ,
Role playing ○, Brain storming ● , Problem solving ○ , Explain discussion ○

Discover (opening the idea) : Complete :

The denominator of the fraction $\frac{5}{12}$ is ……………..

Lesson activities (Learn) :

Examples for equivalent fractions



THINK :

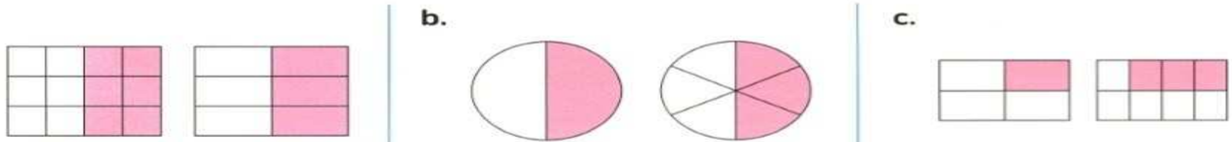
Write the missing numerator or denominator.

a. $\frac{1}{3} = \frac{\square}{6}$ b. $\frac{2}{5} = \frac{\square}{10}$ c. $\frac{1}{4} = \frac{\square}{8}$

Closing the idea (Summary):

Write if the fractions are equivalent or not equivalent.

a. b. c.



Date	Period	class	Attendence	Absent	Total
_ .... / ...... /	....	4 /	....	....	......

Unit : (9) , Lesson : (10) **(Benchmark Fractions)**

Teacher guide's Page : .... , **Student book's Page : ....**

LEARNING OBJECTIVES : In this lesson the student should be able to :

1- Identify benchmark fractions.

2- Generate fractions equivalent to benchmark fractions.

Learning tools and resources: Worksheets ○ , S.B ● , Cards ●
Internet ○, Chart ○ , Money ●, Small places ○, Other things ●

Learning strategies : Sharing ●, Thinking ○ , Grouping ○ ,
Role playing ○, Brain storming ● , Problem solving ○ , Explain discussion ○

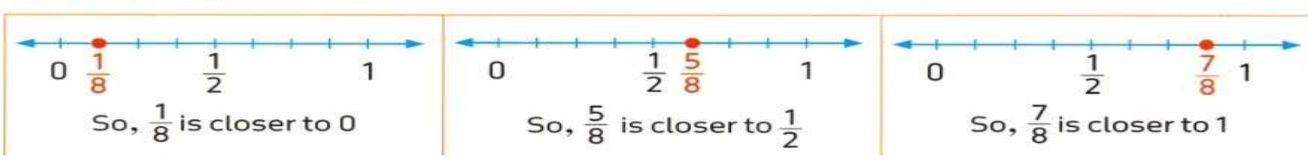
Discover (opening the idea) :

$\frac{1}{2}$ is equivalent to ……………..

Lesson activities (Learn) :

Find benchmarks for $\frac{1}{8}$, $\frac{5}{8}$ and $\frac{7}{8}$
Locate each fraction on a number line. Decide if the fraction is closer to 0 , $\frac{1}{2}$ or 1

Solution



THINK :

Use the benchmark fractions 0 , $\frac{1}{2}$ and 1 to order each group of the fractions.

a. $\frac{3}{6}$, $\frac{6}{8}$, $\frac{2}{10}$ [From the least to the greatest]

b. $\frac{5}{10}$, $\frac{2}{6}$, $\frac{7}{12}$ [From the least to the greatest]

Closing the idea (Summary):

Use benchmark fractions to compare. Write "< , > or =".

a. $\frac{3}{6}$ ☐ $\frac{4}{12}$ b. $\frac{4}{10}$ ☐ $\frac{5}{6}$ c. $\frac{11}{12}$ ☐ $\frac{4}{9}$

Date	Period	class	Attendence	Absent	Total
_ .... / ...... /	....	4 /	....	....	......

Unit : (9) , Lesson : (11) (Applications on the benchmark fractions)

Teacher guide's Page : .... , ***Student book's Page*** : ....

LEARNING OBJECTIVES : In this lesson the student should be able to :

1- Compare fractions to a benchmark fraction.

Learning tools and resources: **Worksheets ○ , S.B ● , Cards ●**
Internet ○, Chart ○ , Money ●, Small places ○, Other things ●

Learning strategies : **Sharing ●, Thinking ○ , Grouping ○ ,**
Role playing ○, Brain storming ● , Problem solving ○ , Explain discussion ○

Discover (opening the idea) :

Which is greater $\frac{3}{12}$ or $\frac{3}{8}$?

Lesson activities (Learn) :

Kaber made two cakes because she had so many friends coming. The two cakes were the same size. Her mom cut one cake into 10 pieces and the other into 6 pieces. $\frac{5}{10}$ of one cake was eaten and $\frac{5}{6}$ of the other cake was eaten. Which cake had more eaten? Use benchmark fractions to solve the problem?

THINK :

Rashad and Moez each got a candy bar that was the same size. Rashad ate $\frac{4}{6}$ of his candy bar and Moez ate $\frac{4}{8}$ of his. Who ate more than $\frac{1}{2}$? How do you know?

Closing the idea (Summary):

Compare $\frac{1}{3}$ and $\frac{1}{2}$?

Date	Period	class	Attendence	Absent	Total
_ .... / ...... /	....	4 /	....	....	......

Unit : (9) , ***Lesson*** : (12) (Equivalent Fractions using the Identity Property)

Teacher guide's Page : .... , ***Student book's Page*** : ....

LEARNING OBJECTIVES : In this lesson the student should be able to :

1- Use the Identity Property of Multiplication to create equivalent fractions.

Learning tools and resources: Worksheets ○ , S.B ● , Cards ●
Internet ○, Chart ○ , Money ●, Small places ○, Other things ●

Learning strategies : Sharing ●, Thinking ○ , Grouping ○ ,
Role playing ○, Brain storming ●, Problem solving ○ , Explain discussion ○

Discover (opening the idea) :

Multiply : 124 × 1 = ……………….

Lesson activities (Learn) :

Find :

1. $45 \times 1 =$ ____________
2. $1 \times 34{,}953 =$ ____________
3. $\frac{2}{3} \times 1 =$ ____________
4. $0 \times 4 =$ ____________

THINK :

Find :

5. $1 \times \frac{4}{5} =$ ____________
6. $\frac{1}{1} \times \frac{1}{8} =$ ____________
7. $\frac{3}{7} \times \frac{4}{4} =$ ____________
8. $\frac{5}{6} \times 0 =$ ____________

Closing the idea (Summary):

Find the result : 1 × 4759 = …………..

Date	Period	class	Attendence	Absent	Total
_ .... / ...... /	....	4 /	....	....	......

Unit : (9) , ***Lesson*** : (13) **(Equivalent Fractions using the Multiplication, division)**

Teacher guide's Page : .... , ***Student book's Page*** : ....

LEARNING OBJECTIVES : In this lesson the student should be able to :

1- Multiply and divide to create equivalent fractions.

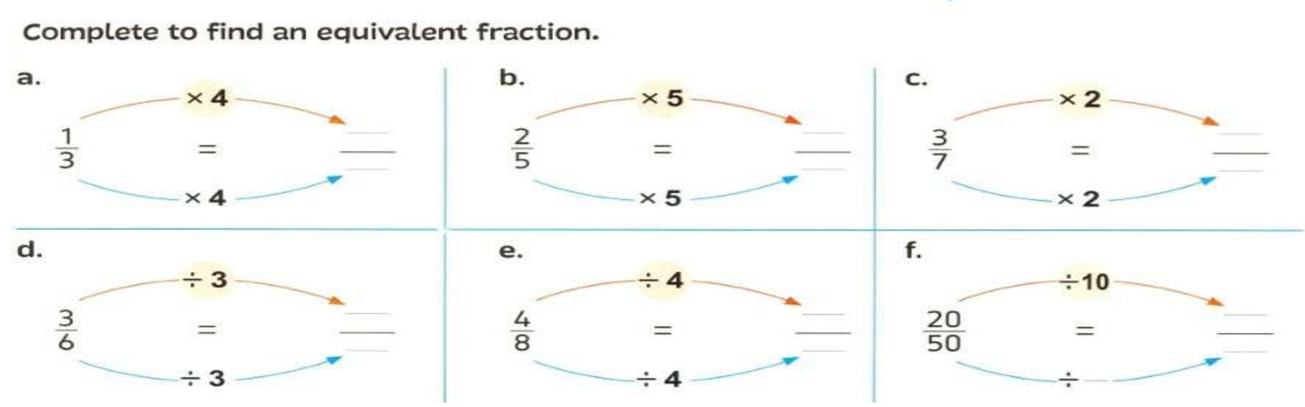
Learning tools and resources: Worksheets ○ , S.B ● , Cards ●
Internet ○, Chart ○ , Money ●, Small places ○, Other things ●

Learning strategies : Sharing ●, Thinking ○ , Grouping ○ ,
Role playing ○, Brain storming ● , Problem solving ○ , Explain discussion ○

Discover (opening the idea) :

Write three fractions are equivalent to the fraction $\frac{1}{7}$?

Lesson activities (Learn) :



THINK :

Find an equivalent fraction to each.

a. $\frac{1}{6} =$ b. $\frac{2}{3} =$ c. $\frac{4}{12} =$ d. $\frac{2}{10} =$

Closing the idea (Summary):

Write two fractions are equivalent to the fraction $\frac{2}{3}$? ...... and .....

Date	Period	class	Attendence	Absent	Total
_ .... / ...... /	....	4 /	....	....	......

Unit : (9) , Lesson : (14) (Find the missing in equivalent fractions)

Teacher guide's Page : .... , **Student book's Page :** ....

LEARNING OBJECTIVES : In this lesson the student should be able to :

1- Explain the relationship between multiples and equivalent fractions.

Learning tools and resources: Worksheets ○ , S.B ● , Cards ●
Internet ○, Chart ○ , Money ●, Small places ○, Other things ●

Learning strategies : Sharing ●, Thinking ○ , Grouping ○ ,
Role playing ○, Brain storming ● , Problem solving ○ , Explain discussion ○

Discover (opening the idea) :

Complete : $\frac{3}{4} = \frac{\square}{12}$

Lesson activities (Learn) :

Find the missing numerator or denominator to make the fractions equivalent. Record what factor you multiplied or divided by.

a. $\frac{5}{9} = \frac{\square}{27}$ b. $\frac{2}{5} = \frac{\square}{25}$ c. $\frac{5}{8} = \frac{\square}{16}$

d. $\frac{3}{4} = \frac{\square}{12}$ e. $\frac{20}{25} = \frac{\square}{5}$ f. $\frac{5}{7} = \frac{\square}{21}$

THINK :

Find the value of X.

a. $\frac{9}{12} = \frac{X}{4}$ b. $\frac{18}{27} = \frac{2}{X}$ c. $\frac{X}{5} = \frac{15}{15}$

d. $\frac{X}{4} = \frac{2}{8}$ e. $\frac{10}{X} = \frac{2}{3}$ f. $\frac{X}{42} = \frac{1}{7}$

Closing the idea (Summary):

Choose the correct answer.

1. $\frac{1}{3} = \frac{\square}{9}$
   A. 2 B. 7
   C. 3 D. 4

2. $\frac{5}{8} = \frac{\square}{16}$
   A. 5 B. 10
   C. 12 D. 13

3. $\frac{2}{3} = \frac{\square}{9}$
   A. 2 B. 9
   C. 18 D. 6

4. $\frac{3}{4} = \frac{\square}{8}$
   A. 2 B. 4
   C. 6 D. 8

Date	Period	class	Attendence	Absent	Total
_ .... / ...... /	....	4 /	....	....	......

Unit : (9) , Lesson : (15) (multiplying by a whole number)

Teacher guide's Page : .... , Student book's Page : ....

LEARNING OBJECTIVES : In this lesson the student should be able to :

1- Multiply a fraction by a whole number .

Learning tools and resources: Worksheets ○ , S.B ● , Cards ●
Internet ○, Chart ○ , Money ●, Small places ○, Other things ●
Learning strategies : Sharing ●, Thinking ○ , Grouping ○ ,
Role playing ○, Brain storming ● , Problem solving ○ , Explain discussion ○

Discover (opening the idea) :

Complete : $\frac{3}{4} = \frac{\square}{12}$

Lesson activities (Learn) :

Multiplication is a repeated addition.
For example : 3 × 4 = 3 + 3 + 3 + 3 = 12

Problem

Eman drinks $\frac{1}{4}$ bottle of milk every day.
How much milk does she drink in 3 days ?



- Also, you can use repeated addition : $\frac{1}{4} + \frac{1}{4} + \frac{1}{4} = \frac{3}{4}$

  or you can use multiplication : $3 \times \frac{1}{4} = \frac{3}{4}$

THINK :

1. Color the bar model and write an addition and multiplication sentence for each of the following fractions.

a. $\frac{2}{5}$

Addition sentence : ....

Multiplication sentence : ....

b. $\frac{3}{7}$

Addition sentence : ....

Multiplication sentence : ....

Closing the idea (Summary):

Complete each of the following.

a. $\frac{1}{8} \times 7 =$ ....

b. $7 \times \frac{1}{9} =$ ....

c. $4 \times \frac{1}{9} =$ ....

d. $8 \times \frac{1}{9} =$ ....

e. $\frac{1}{4} \times 3 =$ ....

f. $4 \times \frac{1}{5} =$ ....

Date	Period	class	Attendence	Absent	Total
_ .... / ...... /	....	4 /	....	....	......

Unit : (10) , **Lesson** : (1) (**Let's Explore decimals**)

Teacher guide's Page : ...... , ***Student book's Page*** : ....

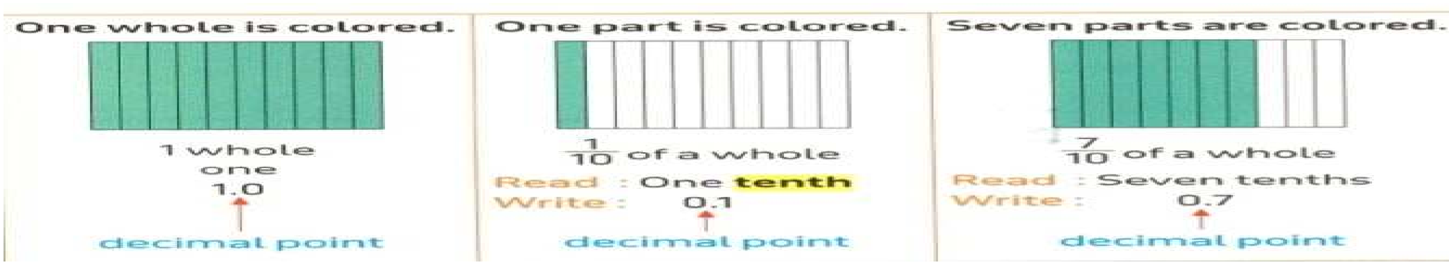
LEARNING OBJECTIVES : In this lesson the student should be able to :

1- Define decimals fractions. 2- Create visual models of tenths.

Learning tools and resources: Worksheets ○ , S.B ● , Cards ●
Internet ○, Chart ○ , Money ●, Small places ○, Other things ●

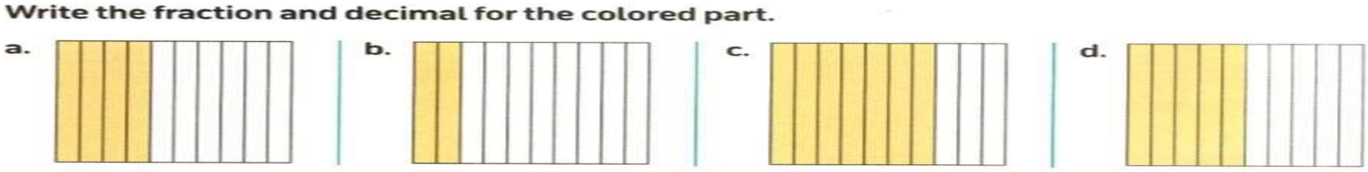
Learning strategies : Sharing ●, Thinking ○ , Grouping ○ ,
Role playing ○, Brain storming ● , Problem solving ○ , Explain discussion ○

Discover (opening the idea) :



Lesson activities (Learn) :

Write the fraction and decimal for the colored part.



THINK :

Write the fraction and decimal which represent the colored parts and represent it on the number line.



Closing the idea (Summary):

1. Write each fraction as a decimal.

a. $\frac{9}{10}$ = b. $\frac{2}{10}$ = c. $\frac{8}{10}$ = d. $\frac{6}{10}$ =

2. Write each decimal as a fraction.

a. 0.7 = b. 0.1 = c. 0.5 = d. 0.4 =

Date	Period	class	Attendence	Absent	Total
_ .... / ...... /	....	4 /	....	....	......

Unit : (10) , **Lesson** : (2) **(Hundredths)**

Teacher guide's Page : .... , **Student book's Page** : ....

LEARNING OBJECTIVES : In this lesson the student should be able to :

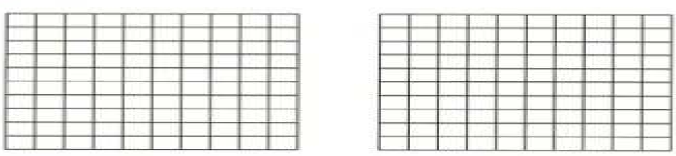
1- Create visual models of hundredths.

Learning tools and resources: Worksheets ○ , S.B ● , Cards ●
Internet ○, Chart ○ , Money ●, Small places ○, Other things ●

Learning strategies : Sharing ●, Thinking ○ , Grouping ○ ,
Role playing ○, Brain storming ●, Problem solving ○ , Explain discussion ○

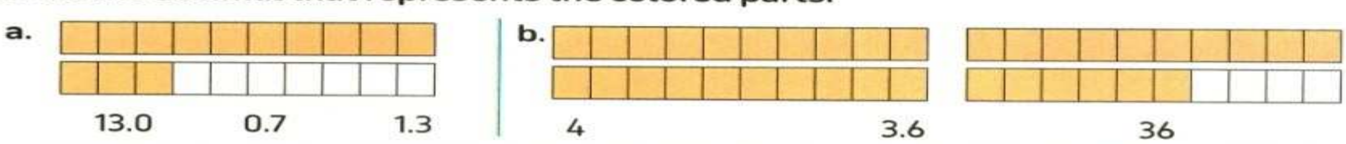
Discover (opening the idea) : Shade the decimal stated?

1.28

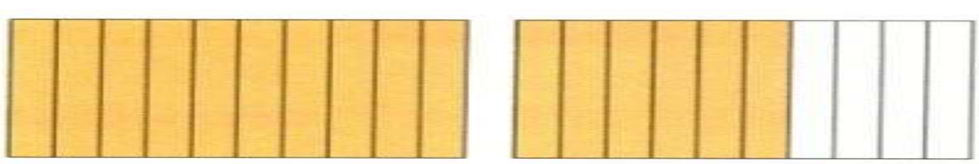


Lesson activities (Learn) :

Circle the decimal that represents the colored parts.



THINK :

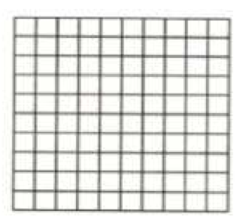


Write : 1.6
Read : One and six tenths.

Closing the idea (Summary):

- Bassem had a quilt that his mother bought for him.
0.35 of it was colored blue. 0.4 of it was red. The rest was yellow.
Color in the quilt to match the decimals described.

What decimal of Bassem's quilt was yellow ? ____________



Date	Period	class	Attendence	Absent	Total
_ …. / …… / ……..	……….	4 / ……	……..	……..	……

Unit : (10) , Lesson : (3) **(The Place value)**

Teacher guide's Page : ……. , Student book's Page : …….

LEARNING OBJECTIVES : In this lesson the student should be able to :

1- Name the pace value of decimals to hundredths place.

Learning tools and resources: Worksheets ○ , S.B ● , Cards ●
Internet ○, Chart ○ , Money ●, Small places ○, Other things ●

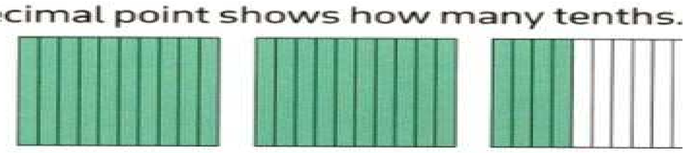
Learning strategies : Sharing ●, Thinking ○ , Grouping ○ ,
Role playing ○, Brain storming ● , Problem solving ○ , Explain discussion ○

Discover (opening the idea) :

Ones		Tenths	Hundredths
2	.	4	
2	.	5	3

In 2.4, the place to the right of the decimal point shows how many tenths.
Read 2.4 as : two and four tenths.

- The value of 2 is 2
- The value of 4 is 0.4 [$= \frac{4}{10}$]



Lesson activities (Learn) :

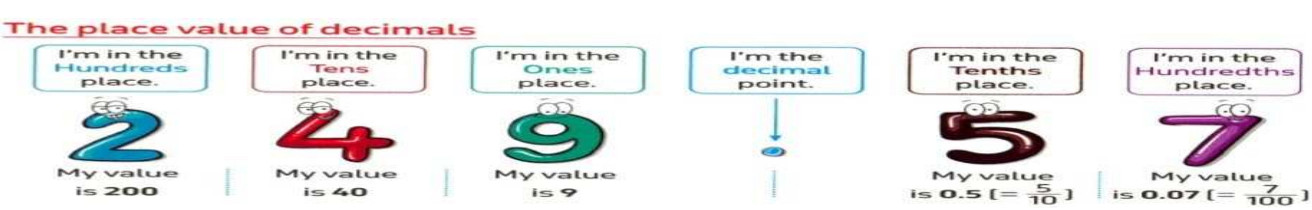
Write the decimal to describe each model.

a.





THINK :



Closing the idea (Summary):

a. Write a number formed from 6 Ones , 4 Tenths , 8 Hundredths.

b. Write a number formed from two and seven hundredths.

c. Write a number formed from fifteen and thirty-one hundredths.

Date	Period	class	Attendence	Absent	Total
_ .... / ...... /	....	4 /	....	....	......

Unit : (10) , Lesson : (4)   (Decimals in Different Forms)

Teacher guide's Page : .... , Student book's Page : ....

LEARNING OBJECTIVES : In this lesson the student should be able to :

1- Write decimals to the hundredths place in different forms.

Learning tools and resources: Worksheets ○ , S.B ● , Cards ●
Internet ○, Chart ○ , Money ●, Small places ○, Other things ●

Learning strategies : Sharing ●, Thinking ○ , Grouping ○ ,
Role playing ○, Brain storming ● , Problem solving ○ , Explain discussion ○

Discover (opening the idea) :

Standard form	Word form	Unit form	Expanded form
2.7	Two and seven tenths	2 Ones , 7 Tenths	2 + 0.7
3.65	Three and sixty-five hundredths	3 Ones , 6 Tenths , 5 Hundredths	3 + 0.6 + 0.05
5.03	Five and three hundredths	5 Ones , 3 Hundredths	5 + 0.03

Lesson activities (Learn) :

Write in word form.

a. 7.12 | b. 3 + 0.7 + 0.04 | c. 6 Ones , 8 Hundredths.

THINK :

Write in expanded form.

a. Four and eighteen hundredths. | b. 3.09 | c. 7 Ones , 2 Tenths.

Closing the idea (Summary):

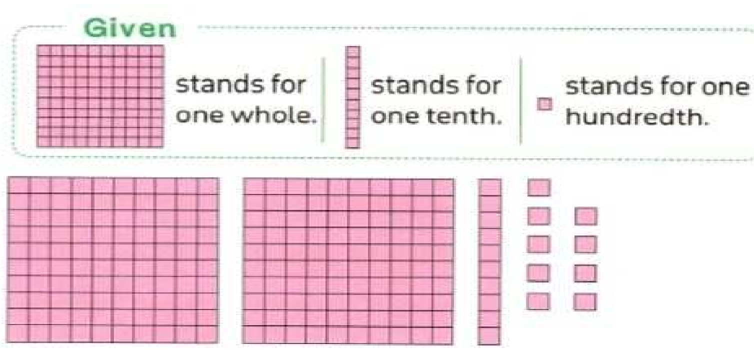
Complete to represent each model.

a. Standard form : ____________

Word form : ____________

Unit form : ____________

Expanded form : ____________



Date	Period	class	Attendence	Absent	Total
.... / ...... /	....	4 /	....	....	......

Unit : (10) , Lesson : (5) (Same Value , Different Ways)

Teacher guide's Page : ...... , Student book's Page : ....

LEARNING OBJECTIVES : In this lesson the student should be able to :

1- Read and write decimals as fractions.

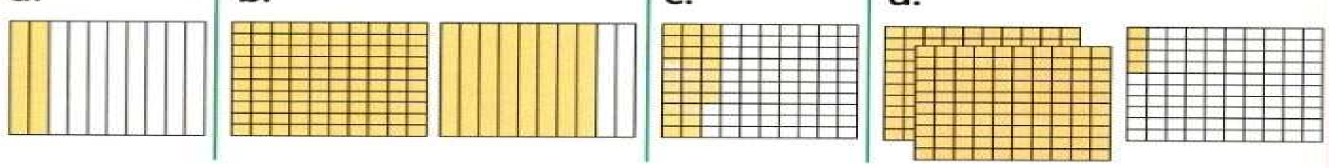
Learning tools and resources: Worksheets ○ , S.B ● , Cards ●
Internet ○, Chart ○ , Money ●, Small places ○, Other things ●

Learning strategies : Sharing ●, Thinking ○ , Grouping ○ ,
Role playing ○, Brain storming ● , Problem solving ○ , Explain discussion ○

Discover (opening the idea) :

Write the fraction and the decimal for the colored parts.

a. b. c. d.



Lesson activities (Learn) :

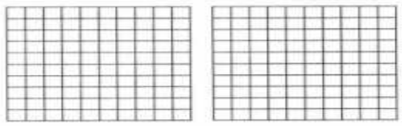
Write the fraction for each of the following decimals.

a. 0.4 b. 0.13 c. 0.07 d. 2.93

THINK :

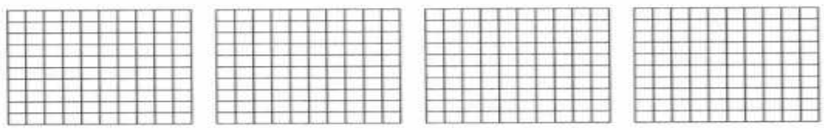
Color a model for each decimal and write it in fraction form.

a. 1.28



The fraction is

b. 3.02



The fraction is

Closing the idea (Summary):

Write the fraction form for each of the following decimals.

a. 0.9 b. 2.7 c. 3.74 d. 7.05

Date	Period	class	Attendence	Absent	Total
_ …. / …… / ……..	……….	4 / ……	……..	……..	……

Unit : (10) , Lesson : (6) (The Whole Breakdown)

Teacher guide's Page : ……. , Student book's Page : ……..

LEARNING OBJECTIVES : In this lesson the student should be able to :

1- Will explain the relationship between decimals and fractions.

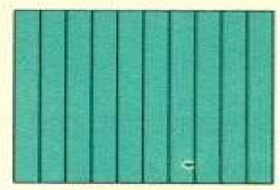
Learning tools and resources: Worksheets ○ , S.B ● , Cards ●
Internet ○, Chart ○ , Money ●, Small places ○, Other things ●

Learning strategies : Sharing ●, Thinking ○ , Grouping ○ ,
Role playing ○, Brain storming ● , Problem solving ○ , Explain discussion ○

Discover (opening the idea) : Shade the decimal stated ?

There are 10 tenths in the whole one

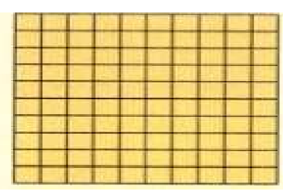
Then, $1 = 10 \text{ tenths} = \frac{10}{10}$



Lesson activities (Learn) :

There are 100 hundredths in the whole one

Then, $1 = 100 \text{ hundredths} = \frac{100}{100}$



THINK :

Decompose the units to represent each number as Tenths and then write the number as a fraction.

a. 3

Tenths : ____________

In fraction form : ____________

b. 1

Tenths : ____________

In fraction form : ____________

Closing the idea (Summary):

Express the decimals as fractions in simplest form.

a. 0.3 = ____________
b. 0.02 = ____________
c. 0.67 = ____________
d. 0.23 = ____________
e. 2.20 = ____________
f. 3.4 = ____________

Date	Period	class	Attendence	Absent	Total
_ .... / ...... /	....	4 /	....	....	......

Unit : (10) , Lesson : (7) (All Things Equal)

Teacher guide's Page : .... , Student book's Page : ....

LEARNING OBJECTIVES : In this lesson the student should be able to :

1- Create equivalent fractions and decimals to the hundredths.

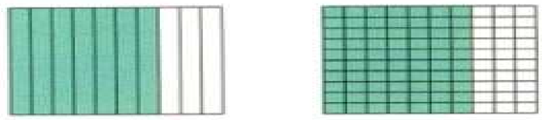
Learning tools and resources: Worksheets ○ , S.B ● , Cards ●
Internet ○, Chart ○ , Money ●, Small places ○, Other things ●

Learning strategies : Sharing ●, Thinking ○ , Grouping ○ ,
Role playing ○, Brain storming ● , Problem solving ○ , Explain discussion ○

Discover (opening the idea) :

Write the equivalent fraction and the e
represent the colored part.

a.



The fraction : $\frac{7}{10}$ =

The decimal : 0.7 =

Lesson activities (Learn) :

Write the equivalent fraction and the equivalent decimal to each of the following.

a. $\frac{60}{100}$ The fraction =

The decimal =

b. $\frac{9}{10}$ The fraction =

The decimal =

THINK :

Write equivalent or not equivalent.

a. 0.7 and 0.70

b. 0.04 and 0.4

c. 0.9 and 0.09

d. 0.28 and 0.82

Closing the idea (Summary):

Fill the missing denominator or numerator. Circle the fraction that is more than 1 whole.

a. $\frac{5}{10} = \frac{50}{\square}$

b. $\frac{20}{100} = \frac{\square}{10}$

c. $\frac{4}{10} = \frac{40}{\square}$

d. $\frac{200}{100} = \frac{\square}{10}$

e. $\frac{70}{\square} = \frac{7}{10}$

f. $\frac{80}{10} = \frac{\square}{100}$

Date	Period	class	Attendence	Absent	Total
.... / ...... /	....	4 /	....	....	......

Unit : (10) , Lesson : (8) (Comparing Decimals)

Teacher guide's Page : .... , ***Student book's Page*** : ....

LEARNING OBJECTIVES : In this lesson the student should be able to :

1- Compare decimals that do not have the same of numbers of digits.

Learning tools and resources: Worksheets ○ , S.B ● , Cards ●
Internet ○, Chart ○ , Money ●, Small places ○, Other things ●

Learning strategies : Sharing ●, Thinking ○ , Grouping ○ ,
Role playing ○, Brain storming ● , Problem solving ○ , Explain discussion ○

Discover (opening the idea) :

. Use place value chart to compare each of the following two decimals.

a. 0.37 and 0.7

Ones	.	Tenths	Hundredths

b. 0.35 and 0.29

Ones	.	Tenths	Hundredths

Lesson activities (Learn) :

Compare 2.15 and 2.17

THINK :

Compare. Write "> , < or =".

a. 0.52 ◯ 0.54
b. 0.9 ◯ 0.82
c. 1.52 ◯ 1.45
d. 3.7 ◯ 3.70
e. 3.4 ◯ 4.56
f. 2.05 ◯ 2.15

Closing the idea (Summary):

Use place value chart to compare the following decimals.

a. 1.42 and 1.25
b. 1.7 and 1.73
c. 2.8 and 2.80

Date	Period	class	Attendence	Absent	Total
_ .... / ...... /	....	4 /	....	....	......

Unit **: (10) ,** ***Lesson*** **: (9)** **(Comparing Fractions and Decimals)**

Teacher guide's Page : .... , ***Student book's Page*** : ....

LEARNING OBJECTIVES : In this lesson the student should be able to :

1- Compare decimals with fractions that have 10 or 100 as the denominator.

Learning tools and resources: **Worksheets ○ , S.B ● , Cards ●**
Internet ○, Chart ○ , Money ●, Small places ○, Other things ●

Learning strategies : **Sharing ●, Thinking ○ , Grouping ○ ,**
Role playing ○, Brain storming ● , Problem solving ○ , Explain discussion ○

Discover (opening the idea) :

Compare using "> , < or =".

a. 0.37 ☐ $\frac{4}{10}$

b. 1.02 ☐ $\frac{102}{100}$

c. 24 tenths ☐ 0.24

d. 2 Ones , 5 Tenths ☐ 2.05

Lesson activities (Learn) :

Compare using "> , < or =".

a. 3 + 0.1 + 0.07 ◯ 3.2

b. 5 hundredths ◯ 0.50

c. 9.01 ◯ $8\frac{92}{100}$

d. 4 ones , 3 tenths , 1 hundredths ◯ 4.31

THINK :

Compare the numbers using "> , < or =".

a. $\frac{24}{100}$ ◯ 0.6

b. 3.72 ◯ $3\frac{7}{100}$

c. $\frac{6}{10}$ ◯ 0.34

d. $\frac{134}{100}$ ◯ 1.03

e. $\frac{200}{100}$ ◯ 0.20

f. $\frac{8}{10}$ ◯ 0.79

g. 0.23 ◯ $\frac{23}{10}$

h. $\frac{50}{100}$ ◯ 5.00

i. 3.7 ◯ $3\frac{17}{100}$

Closing the idea (Summary):

Rewrite the decimals in the chart. Use the symbols "> , < or =".

a. 0.34 .... 0.4

Ones	Decimal point	Tenths	Hundredths
....	.	....	....
....	.	....	....

Date	Period	class	Attendence	Absent	Total
_ .... / ...... /	....	4 /	....	....	......

Unit : (10) , ***Lesson*** : (10)(Adding Fractions with denominators 10,10,1000)

Teacher guide's Page : .... , ***Student book's Page*** : ....

LEARNING OBJECTIVES : In this lesson the student should be able to :

1- Use model to add two fractions with related denominators.

Learning tools and resources: Worksheets ○ , S.B ● , Cards ●
Internet ○, Chart ○ , Money ●, Small places ○, Other things ●

Learning strategies : Sharing ●, Thinking ○ , Grouping ○ ,
Role playing ○, Brain storming ●, Problem solving ○ , Explain discussion ○

Discover (opening the idea) :

Find the result.

a. $\frac{3}{10} + \frac{4}{10}$

b. $\frac{2}{10} + \frac{38}{100}$

c. $\frac{37}{100} + \frac{83}{100}$

d. $\frac{3}{10} + \frac{4}{10} + \frac{8}{10}$

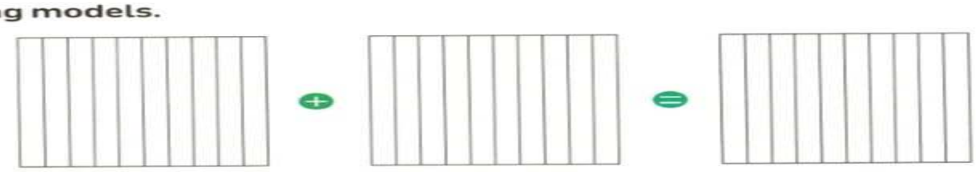
e. $2\frac{1}{10} + 1\frac{1}{100}$

f. $\frac{7}{10} + \frac{87}{100}$

Lesson activities (Learn) :

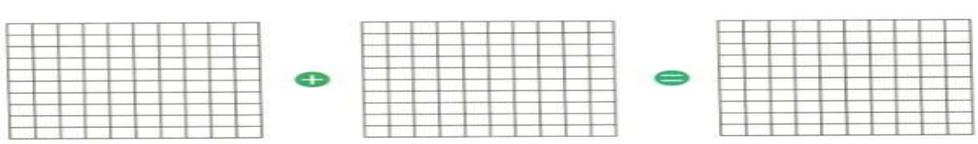
Find the result using models.

a. $\frac{3}{10} + \frac{6}{10}$



THINK :

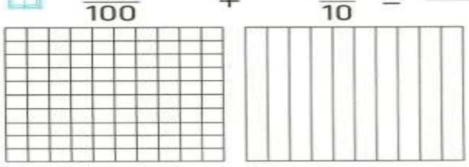
$\frac{42}{100} + \frac{7}{100}$



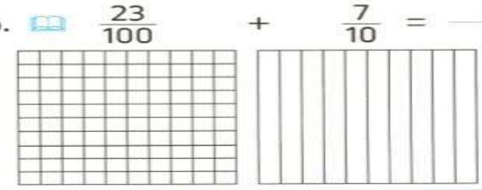
Closing the idea (Summary):

Use models to find the result.

a. $\frac{15}{100} + \frac{3}{10} =$



b. $\frac{23}{100} + \frac{7}{10} =$



Date	Period	class	Attendence	Absent	Total
.... / ...... /	....	4 /	....	....	......

Unit : (10) , ***Lesson*** : (11) **(Adding two Fractions)**

Teacher guide's Page : .... , ***Student book's Page*** : ....

LEARNING OBJECTIVES : In this lesson the student should be able to :

1- Add two fractions with related denominators.

Learning tools and resources: Worksheets ○ , S.B ● , Cards ●
Internet ○, Chart ○ , Money ●, Small places ○, Other things ●

Learning strategies : Sharing ●, Thinking ○ , Grouping ○ ,
Role playing ○, Brain storming ● , Problem solving ○ , Explain discussion ○

Discover (opening the idea) :

Record equivalent fractions showing your steps .

a. $\frac{30}{100} = \frac{\quad}{10}$

b. $\frac{7}{10} = \frac{\quad}{100}$

c. $5\frac{40}{100} = 5\frac{4}{\quad}$

d. $\frac{700}{100} = \frac{70}{\quad}$

Lesson activities (Learn) :

Record equivalent fractions showing your steps .

a. $\frac{30}{100} = \frac{\quad}{10}$

b. $\frac{7}{10} = \frac{\quad}{100}$

c. $5\frac{40}{100} = 5\frac{4}{\quad}$

d. $\frac{700}{100} = \frac{70}{\quad}$

THINK :

Find the result.

a. $\frac{1}{10} + \frac{2}{100} =$ ....

b. $3\frac{54}{100} + \frac{6}{10} =$ .... [in the decimal form]

c. $\frac{7}{10} + \frac{15}{100} + \frac{22}{100} =$ ....

d. $2\frac{2}{10} + 4\frac{71}{100} =$ .... [in the decimal form]

Closing the idea (Summary):

Complete to find the result.

a. $\frac{6}{10} + \frac{23}{100} = \frac{\quad}{100} + \frac{23}{100} = \frac{\quad}{100}$

b. $\frac{7}{10} + \frac{60}{100} = \frac{7}{10} + \frac{\quad}{10} = \frac{\quad}{10}$

c. $\frac{3}{10} + \frac{8}{100} = \frac{\quad}{100} + \frac{8}{100} = \frac{\quad}{\quad}$

d. $\frac{23}{100} + \frac{9}{10} = \frac{23}{100} + \frac{\quad}{100} = \frac{\quad}{\quad}$

Date	Period	class	Attendence	Absent	Total
_ .... / ...... /	....	4 /	....	....	......

Unit : (11) , Lesson : (1) **(Different Graphs)**

Teacher guide's Page : ...... , Student book's Page : 72 - 76

LEARNING OBJECTIVES : In this lesson the student should be able to :

Distinguish between different types of graphs.

Learning tools and resources: Worksheets ○ , S.B ● , Cards ●
Internet ○, Chart ○ , Money ●, Small places ○, Other things ●

Learning strategies : Sharing ●, Thinking ○ , Grouping ○ ,
Role playing ○, Brain storming ●, Problem solving ○ , Explain discussion ○

Discover (opening the idea) :

A double bar graph uses two different-colored or shaded bars to compare two similar sets of data that can be counted.

Lesson activities (Learn) :

The following data shows the favorite activities between boys and girls, study the graph, then answer the questions. [Cairo 23]

a. How many boys liked football ? ....

b. How many girls liked swimming ? ....

c. Which sports shows the same number of boys and girls ? ....



THINK :

Observe the given graph and answer the following questions.

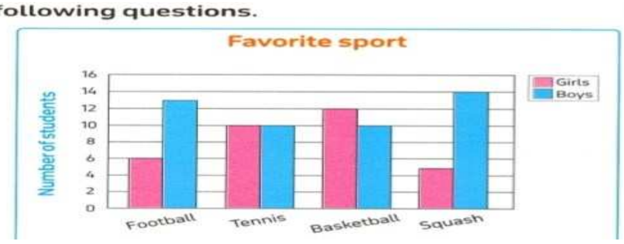
a. Which is the most preferred sport of the girls ?

b. Which is the most preferred sport of the boys ?

c. How many girls like squash ?

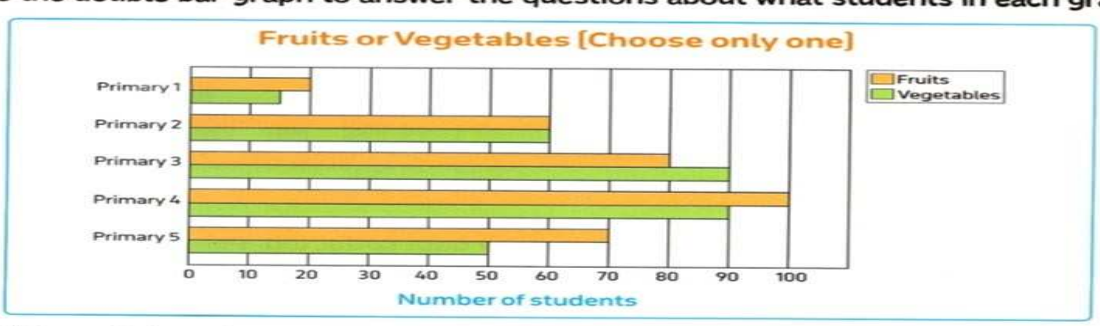
d. Which sport is liked by 10 girls ?

e. How many students like basketball ?



Closing the idea (Summary):

Use the double bar graph to answer the questions about what students in each grade prefer.



a. Which grade has the same number of students who like fruits and vegetables ?

b. Which grade likes vegetables more than fruits ?

Date	Period	class	Attendence	Absent	Total
_ .... / ...... /	....	4 /	....	....	......

Unit : (11) , Lesson : (2) (Plotting Along)

Teacher guide's Page : .... , **Student book's Page :** 77 - 79

LEARNING OBJECTIVES : In this lesson the student should be able to :

Explain why data might include fractions.

Learning tools and resources: Worksheets ○ , S.B ● , Cards ●
Internet ○, Chart ○ , Money ●, Small places ○, Other things ●

Learning strategies : Sharing ●, Thinking ○ , Grouping ○ ,
Role playing ○, Brain storming ●, Problem solving ○ , Explain discussion ○

Discover (opening the idea) : Shade the decimal stated ?

First : Line plot

1. Use the following data to create a line plot, then answer the questions.
   a. 11 kg ; $12\frac{1}{4}$ kg ; $11\frac{3}{4}$ kg ; $11\frac{1}{2}$ kg ; 12 kg ; $11\frac{1}{2}$ kg ; $11\frac{1}{4}$ kg ; $11\frac{1}{4}$ kg ; $11\frac{1}{2}$ kg ; 12 kg

1. Give the line plot a title.
2. What is the most common record ?
3. What is the least common records ?

Lesson activities (Learn) :

Kamal recorded the lengths of two types of plants in four days as follow :

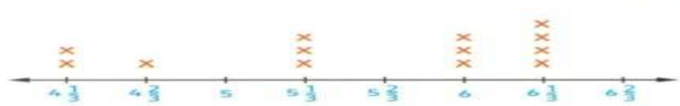
	Mon.	Wed.	Fri.	Sun.
Plant(1)	5 cm	$5\frac{2}{5}$ cm	6 cm	$6\frac{1}{5}$ cm
Plant(2)	4 cm	$4\frac{2}{5}$ cm	$4\frac{3}{5}$ cm	5 cm

a. Use the above data to complete the following graph :



THINK :

a. From the following line plot, the number which is the most repreated is ______



Closing the idea (Summary):

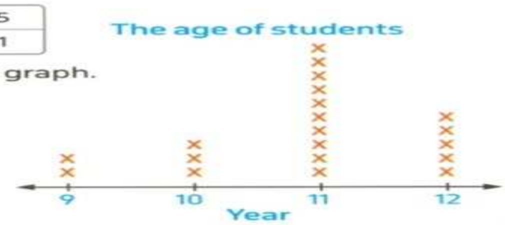
a. Which type of graph is suitable to represent these data ?

Number of hours	0	1	2	3	4	5
Number of students	2	4	10	11	3	1

A. Double bar graph. B. Line plot. C. Bar graph.

b. In the opposite line plot, if it represents the ages of 40 students in grade 4, then each X stands for ______ student(s).

A. one B. two
C. three D. four



Date	Period	class	Attendence	Absent	Total
_ .... / ...... /	....	4 /	....	....	......

Unit : (11) , Lesson : (3) (Breaking the Bar)

Teacher guide's Page : .... , Student book's Page : 80 - 84

LEARNING OBJECTIVES : In this lesson the student should be able to :

Construct a bar graph using data with fractions.

Learning tools and resources: Worksheets ○ , S.B ● , Cards ●
Internet ○, Chart ○ , Money ●, Small places ○, Other things ●

Learning strategies : Sharing ●, Thinking ○ , Grouping ○ ,
Role playing ○, Brain storming ●, Problem solving ○ , Explain discussion ○

Discover (opening the idea) :

The opposite table shows the scores obtained by the four friends Youssef, Sameh, Noha and Ola in the pre-test and test.
Represent these data by double bar graph.

Students score		
Name of student	Pre-test	Test
Youssef	60	70
Sameh	75	90
Noha	55	55
Ola	80	95

Lesson activities (Learn) :

Learn 2 **Construct a double bar graph**

Double bar graph helps to compare or present more than one kind of information, situations, or events instead of just one by using bars.

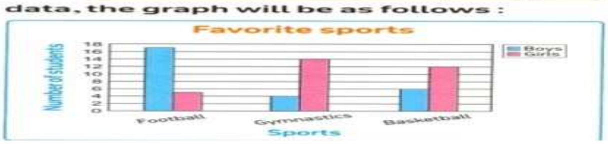
Here is a table of data shows the favorite sports for boys and girls.

Favorite sports		
Sport	Boys	Girls
Football	17	5
Gymnastics	4	14
Basketball	6	12

You can follow these steps to represent the above data, the graph will be as follows :

How to construct a double bar graph ?

1. Decide what title you will give the graph.
2. Decide if you want horizontal or vertical bars.
3. Choose a suitable scale.
4. Put labels on the axes.
5. Draw the bars.
6. Give two different colors for differentiating the two bars.



THINK :

The following data shows the walking distance to the nearest $\frac{1}{4}$ kilometer of four friends in two different days.

Day \ Name	Nada	Nader	Hady	Sally
First day	$1\frac{1}{2}$	$\frac{3}{4}$	$2\frac{3}{4}$	2
Second day	$1\frac{3}{4}$	1	$1\frac{1}{4}$	$2\frac{1}{2}$

Represent this data by using a double bar graph, then answer the following questions.

a. Who walked the longest distance in first day ?
b. Who walked the shortest distance in second day ?

Closing the idea (Summary):

Use the following data to make a line plot.

$6\frac{1}{2}$	7	5	7	7	6	$6\frac{1}{2}$	$7\frac{1}{2}$	$5\frac{1}{2}$	$6\frac{1}{2}$
$5\frac{1}{2}$	6	$6\frac{1}{2}$	$6\frac{1}{2}$	$5\frac{1}{2}$	7	5	6	$6\frac{1}{2}$	$5\frac{1}{2}$

Date	Period	class	Attendence	Absent	Total
_ .... / ...... /	....	4 /	....	....	......

Unit : (12) , Lesson : (1) (Points, Lines, Lines segments and Rays)

Teacher guide's Page : ...... , Student book's Page : .... - ....

LEARNING OBJECTIVES : In this lesson the student should be able to :

Identify points, lines , line segments and rays .

Learning tools and resources: Worksheets ○ , S.B ● , Cards ●
Internet ○, Chart ○ , Money ●, Small places ○, Other things ●

Learning strategies : Sharing ●, Thinking ○ , Grouping ○ ,
Role playing ○, Brain storming ●, Problem solving ○ , Explain discussion ○

Discover (opening the idea) :

A line is a straight path of points that goes on forever in two directions. It has no		"line BC" "named by two points"	$\overleftrightarrow{BC}$ [or $\overleftrightarrow{CB}$]

Lesson activities (Learn) :

A line segment is a part of a line. It has two endpoints and all the points between them. It is the shortest distance between two points.		"line segment BC" "named by two endpoints"	$\overline{BC}$ [or $\overline{CB}$]

THINK :

A ray is a part of a line. It has one endpoint and extends forever in only one direction.		"ray BC" "named by a starting point and a point in the ray direction"	$\overrightarrow{BC}$

Closing the idea (Summary):

Complete.



a. The opposite figure is called ____________
b. The figure ———→ is called ____________
c. The figure •————• is named ____________
d. ____________ has a starting point and no endpoint.

Date	Period	class	Attendence	Absent	Total
_ .... / ...... /	....	4 /	....	....	......

Unit : (12) , Lesson : (2) (The Relation between Two lines)

Teacher guide's Page : .... , Student book's Page : ... - ...

LEARNING OBJECTIVES : In this lesson the student should be able to :

Identity intersecting, parallel and perpendicular lines.

Learning tools and resources: Worksheets ○ , S.B ● , Cards ●
Internet ○, Chart ○ , Money ●, Small places ○, Other things ●

Learning strategies : Sharing ●, Thinking ○ , Grouping ○ ,
Role playing ○, Brain storming ●, Problem solving ○ , Explain discussion ○

Discover (opening the idea) :

Parallel lines never cross and stay the same distance apart.





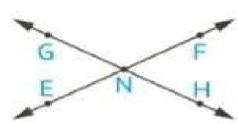
line AB is parallel to line CD

"$\overleftrightarrow{AB}$ is parallel to $\overleftrightarrow{CD}$"

Lesson activities (Learn) :

Intersecting lines pass through the same point.





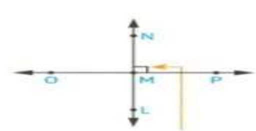
line EF intersects line GH at point N

"$\overleftrightarrow{EF}$ intersects $\overleftrightarrow{GH}$"

THINK :

Perpendicular lines are intersecting lines that form four square corners. Where they cross (intersect).





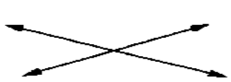
This symbol means that this is a square corner to tell you that these lines are perpendicular.

line OP is perpendicular to line NL at point M

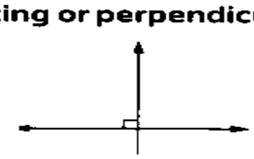
"$\overleftrightarrow{OP}$ is perpendicular to $\overleftrightarrow{NL}$"

Closing the idea (Summary):

Notice each pair of the following lines. Write "parallel, intersecting or perpendicular".

a. 

b.

c. 

Date	Period	class	Attendence	Absent	Total
_ .... / ...... /	....	4 /	....	....	......

Unit : (12) , Lesson : (3) (Symmetry)

Teacher guide's Page : .... , Student book's Page : ..... - ...

LEARNING OBJECTIVES : In this lesson the student should be able to :

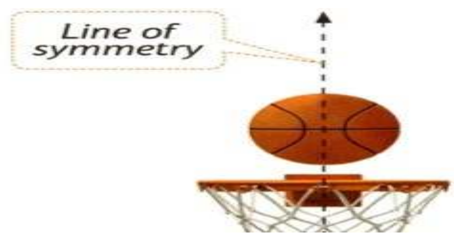
Identify lines of symmetry in two - dimensional figures.

Learning tools and resources: Worksheets ○ , S.B ● , Cards ●
Internet ○, Chart ○ , Money ●, Small places ○, Other things ●

Learning strategies : Sharing ●, Thinking ○ , Grouping ○ ,
Role playing ○, Brain storming ● , Problem solving ○ , Explain discussion ○

Discover (opening the idea) :

An artist designed the trademark at the right for a sporting goods company.
narks are symmetric figures.
they can be folded into two congruent parts that fit on top of each other.
The fold line is a line of symmetry.



Lesson activities (Learn) :

Does each figure appear to have a line of symmetry ? Write yes or no.

a. 

b. 

c. 

d. 

THINK :

Does each figure appear to have a line of symmetry. Choose yes or no.

a.  yes or no

b.  yes or no

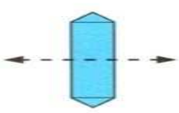
c.  yes or no

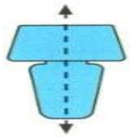
d.  yes or no

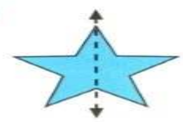
e.  yes or no

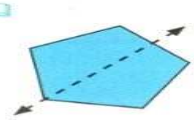
Closing the idea (Summary):

Determine if the drawn line is a line drawn is a line of symmetry. Circle the shapes that show a line of symmetry.

a. 

b. 

c. 

d. 

Date	Period	class	Attendence	Absent	Total
_ .... / ...... /	....	4 /	....	....	......

Unit : (12) , **Lesson** : (4) (**Real World Geometry**)

Teacher guide's Page : .... , ***Student book's Page*** : ..... - ...

LEARNING OBJECTIVES : In this lesson the student should be able to :

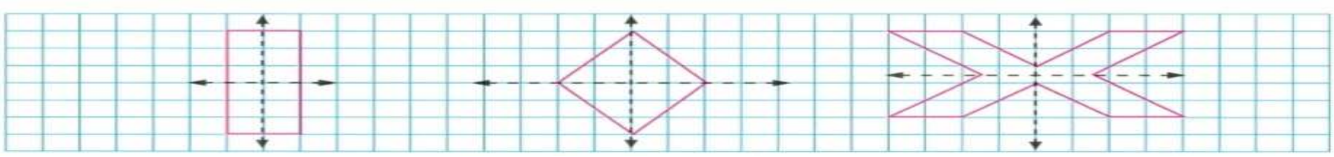
Apply geometry concepts to solve real word problems.

Learning tools and resources: Worksheets ○ , S.B ● , Cards ●
Internet ○, Chart ○ , Money ●, Small places ○, Other things ●

Learning strategies : Sharing ●, Thinking ○ , Grouping ○ ,
Role playing ○, Brain storming ●, Problem solving ○ , Explain discussion ○

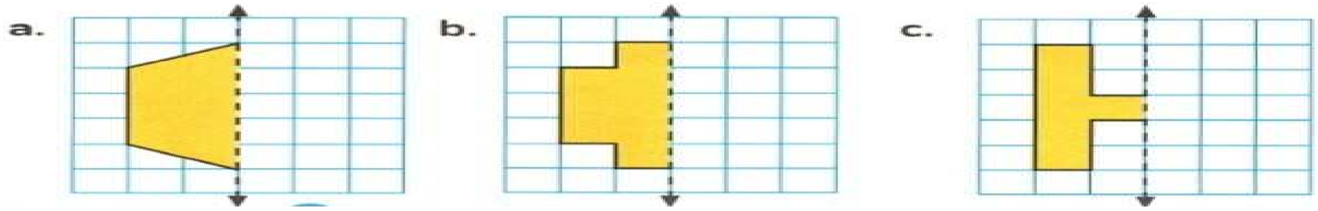
Discover (opening the idea) :

Shapes can have more than one line of symmetry. Each shape below has two lines of symmetry. All of the parts match.



Lesson activities (Learn) :

Use the drawn line of symmetry to draw the other half.



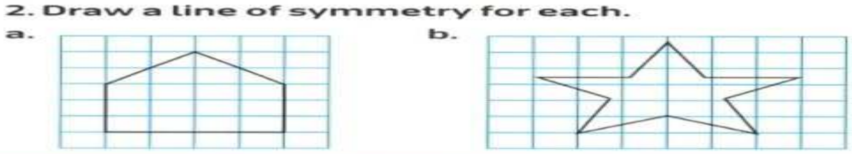
THINK :

1. Does each figure appear to have a line of symmetry ? Write yes or no.



Closing the idea (Summary):

2. Draw a line of symmetry for each.



Date	Period	class	Attendence	Absent	Total
_ .... / ...... /	....	4 /	....	....	......

Unit : (12) , Lesson : (5) (Classifying angles)

Teacher guide's Page : ...... , Student book's Page : .... - ....

LEARNING OBJECTIVES : In this lesson the student should be able to :

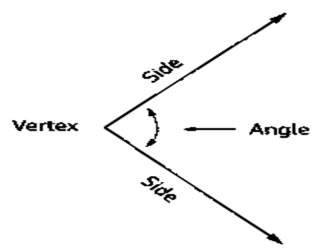
Determine whether angles are equal to, greater than or less than right angle.

Learning tools and resources: Worksheets ○ , S.B ● , Cards ●
Internet ○, Chart ○ , Money ●, Small places ○, Other things ●

Learning strategies : Sharing ●, Thinking ○ , Grouping ○ ,
Role playing ○, Brain storming ● , Problem solving ○ , Explain discussion ○

Discover (opening the idea) :

- An angle is formed by two rays that have the same endpoint.
- The common endpoint is called the vertex (plural : vertices).
- The rays are the sides of the angle.



Lesson activities (Learn) :



This is a **right angle**. It formed from two perpendicular rays.



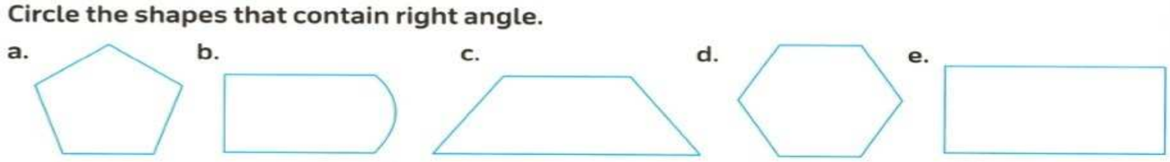
This angle is **less** than a right angle.



This angle is **greater** than a right angle.

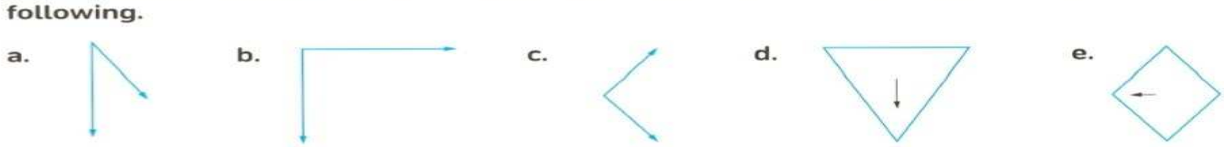
THINK :

Circle the shapes that contain right angle.



Closing the idea (Summary):

Identify the name of each angle "right angle - acute angle - obtuse angle" for each of the following.



Date	Period	class	Attendence	Absent	Total
_ .... / ...... /	....	4 /	....	....	......

Unit : (12) , Lesson : (6) (Drawing angles)

Teacher guide's Page : ...... , Student book's Page : .... - ....

LEARNING OBJECTIVES : In this lesson the student should be able to :

Draw right , acute and obtuse angles.

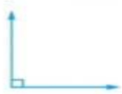
Learning tools and resources: Worksheets ○ , S.B ● , Cards ●
Internet ○, Chart ○ , Money ●, Small places ○, Other things ●

Learning strategies : Sharing ●, Thinking ○ , Grouping ○ ,
Role playing ○, Brain storming ● , Problem solving ○ , Explain discussion ○

Discover (opening the idea) :

Remember the different kinds of angles.

A right angle forms a square corner.



An acute angle is less than a right angle.



An obtuse angle is greater than a right angle.



Lesson activities (Learn) :

Draw and label a right angle, an acute angle and an obtuse angle.

THINK :

Comparing Angles. Look at the angles. Write whether each angle is larger than, smaller than or equal to a right angle, then write the kind of each angle.

a.



b.



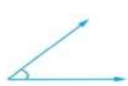
c.



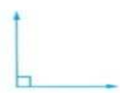
Closing the idea (Summary):

Complete.

a. The opposite angle represents ________ angle.



b. The opposite angle is ________ angle.



c. The opposite angle is ________ angle.



Date	Period	class	Attendence	Absent	Total
.... / ...... /	....	4 /	....	....	......

Unit : (12) , Lesson : (7) **(Classifying triangles)**

Teacher guide's Page : ...... , ***Student book's Page*** : .... - ....

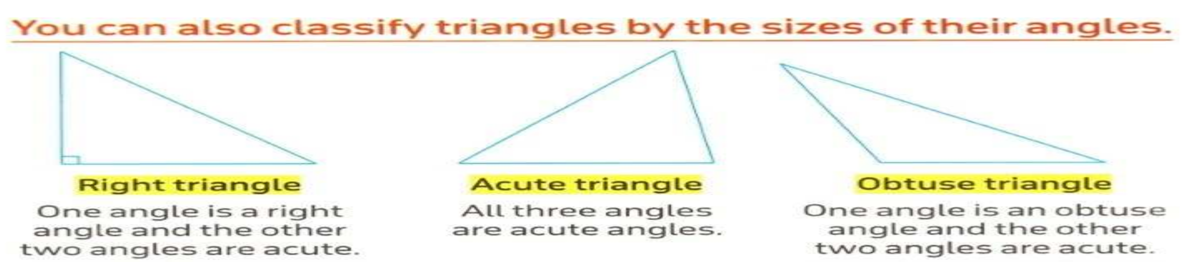
LEARNING OBJECTIVES : In this lesson the student should be able to :

Classify triangles by the size of their angles and length of their sides.

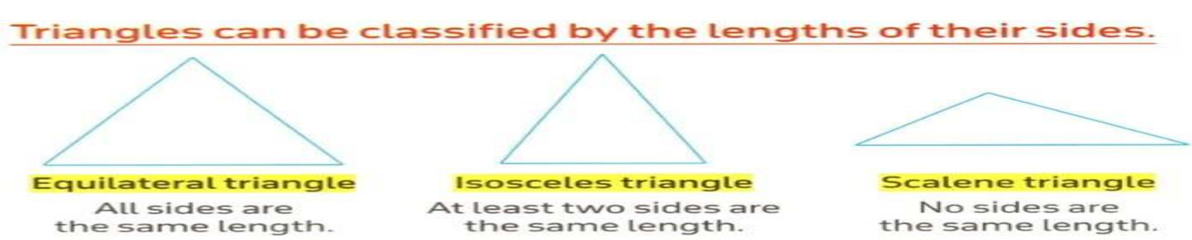
Learning tools and resources: **Worksheets ○ , S.B ● , Cards ●**
Internet ○, Chart ○ , Money ●, Small places ○, Other things ●

Learning strategies : **Sharing ●, Thinking ○ , Grouping ○ ,**
Role playing ○, Brain storming ●, Problem solving ○ , Explain discussion ○

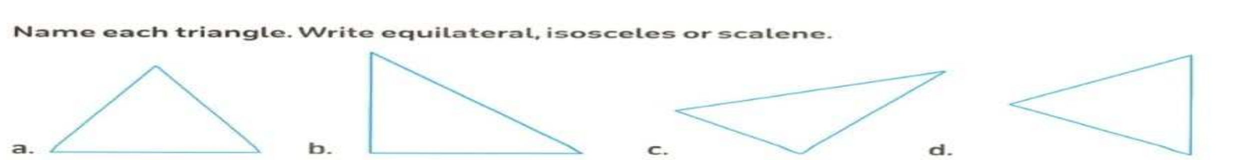
Discover (opening the idea) :



Lesson activities (Learn) :

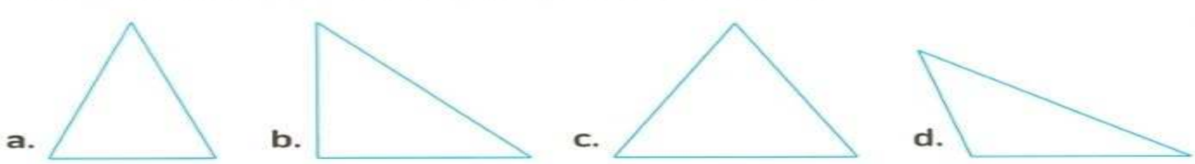


THINK :



Closing the idea (Summary):

Name each triangle. Write right, obtuse or acute.



Date	Period	class	Attendence	Absent	Total
_ .... / ...... /	....	4 /	....	....	......

Unit : (12) , Lesson : (8) **(Drawing triangles)**

Teacher guide's Page : ...... , **Student book's Page : .... - ....**

LEARNING OBJECTIVES : In this lesson the student should be able to :

Draw different types of triangles.

Learning tools and resources: Worksheets ○ , S.B ● , Cards ●
Internet ○, Chart ○ , Money ●, Small places ○, Other things ●

Learning strategies : Sharing ●, Thinking ○ , Grouping ○ ,
Role playing ○, Brain storming ● , Problem solving ○ , Explain discussion ○

Discover (opening the idea) :

a. Build an equilateral triangle.

b. Build a triangle with all acute angles.

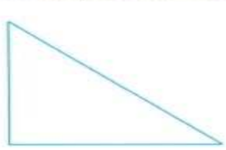
Lesson activities (Learn) :

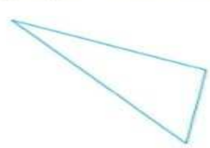
c. Build a triangle with an obtuse angle.

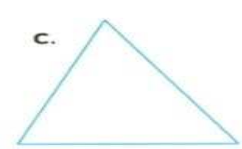
d. Build a scalene triangle.

THINK :

2. Classify each triangle as acute, right, or obtuse.

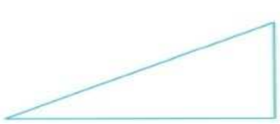
a.


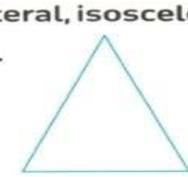
b.


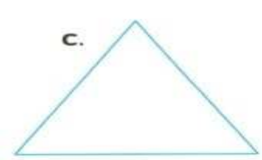
c.


Closing the idea (Summary):

1. Classify each triangle as equilateral, isosceles or scalene.

a.


b.


c.


Date	Period	class	Attendence	Absent	Total
_ …. / …… / ……..	……….	4 / ……	……..	……..	……

Unit : (12) , Lesson : (9)   (Classifying quadrilaterals)

Teacher guide's Page : …… ,   ***Student book's Page*** : …. - ….

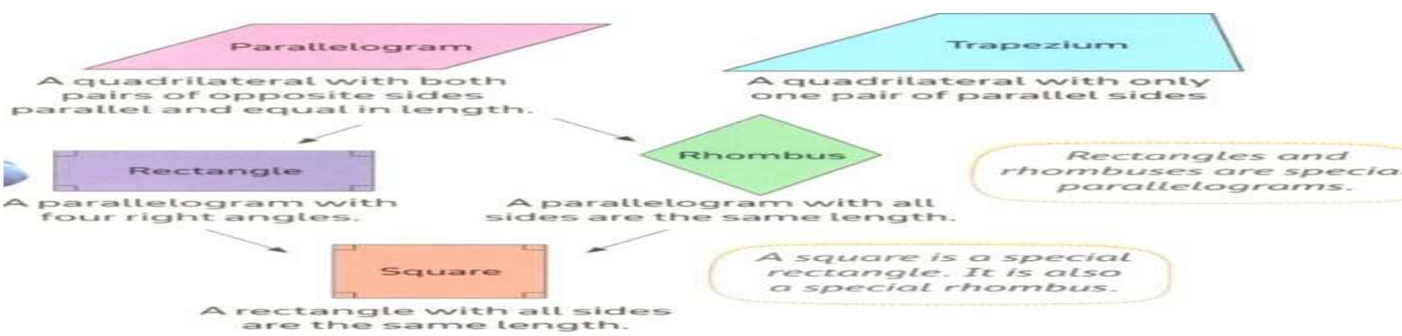
LEARNING OBJECTIVES : In this lesson the student should be able to :

Classify quadrilaterals by sides and angles.

Learning tools and resources: Worksheets ○ , S.B ● , Cards ●
Internet ○, Chart ○ , Money ●, Small places ○, Other things ●

Learning strategies : Sharing ●, Thinking ○ , Grouping ○ ,
Role playing ○, Brain storming ● , Problem solving ○ , Explain discussion ○

Discover (opening the idea) :



Lesson activities (Learn) :

Write the name that best describes each figure.



THINK :

Use the description of the shape to mention its name.

a. It is a quadrilateral with 2 pairs of parallel sides and has four equal sides and four same-sized angles.

b. It is a quadrilateral with only one pair of parallel sides and has different sides in length and different angles in measure.

c. It is a parallelogram with four-right angles.

Closing the idea (Summary):

Complete.

a. The square has ________ right angles.

b. The rectangle has ________ right angles.

c. The ________ has only one pair of a parallel sides.

d. The quadrilateral that has 4 equal sides and 4 right angles is called ____

Date	Period	class	Attendence	Absent	Total
_ …. / …… / ……..	……….	4 / ……	……..	……..	……

Unit : (13) , Lesson : (1) (The circle and the degrees)

Teacher guide's Page : …… , Student book's Page : …. - ….

LEARNING OBJECTIVES : In this lesson the student should be able to :

Explain the relationship between circles and angle measurements.

Learning tools and resources: Worksheets ○ , S.B ● , Cards ●
Internet ○, Chart ○ , Money ●, Small places ○, Other things ●

Learning strategies : Sharing ●, Thinking ○ , Grouping ○ ,
Role playing ○, Brain storming ●, Problem solving ○ , Explain discussion ○

Discover (opening the idea) :



Lesson activities (Learn) :

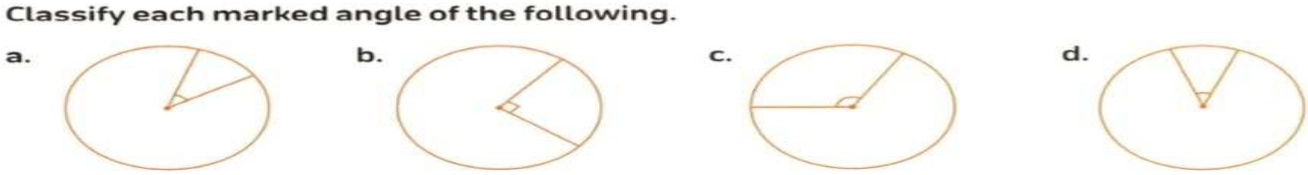
Classify each angle according to the measure.

a. 60° b. 90° c. 180°

d. 147° e. 88° f. 92°

THINK :

Classify each marked angle of the following.



Closing the idea (Summary):

Complete.

a. An acute angle measures between ° and °

b. An obtuse angle measures between ° and °

c. The measure of acute angle is less than °

d. The measure of right angle = °

Date	Period	class	Attendence	Absent	Total
.... / ...... /	....	4 /	....	....	......

Unit : (13) , Lesson : (2) (Measuring angles using a circle model)

Teacher guide's Page : .... , Student book's Page : ... - ...

LEARNING OBJECTIVES : In this lesson the student should be able to :

Identity angle measurements on a circle model.

Learning tools and resources: Worksheets ○ , S.B ● , Cards ●
Internet ○, Chart ○ , Money ●, Small places ○, Other things ●

Learning strategies : Sharing ●, Thinking ○ , Grouping ○ ,
Role playing ○, Brain storming ●, Problem solving ○ , Explain discussion ○

Discover (opening the idea) :

▸ Relate fractions of a circle to angle measurments



Lesson activities (Learn) :

Write the fraction of the model colored and how many degrees of the model that fraction represents.



THINK :

Match.

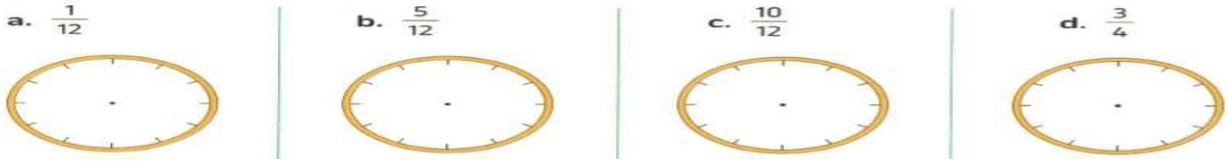
a. $\frac{1}{4}$ b. $\frac{1}{6}$ c. $\frac{2}{3}$ d. $\frac{5}{12}$



Closing the idea (Summary):

Use the blanck model and what you know about benchmark angles to write the missing angle measurements.

a. $\frac{1}{12}$ b. $\frac{5}{12}$ c. $\frac{10}{12}$ d. $\frac{3}{4}$



Date	Period	class	Attendence	Absent	Total
_ .... / ...... /	....	4 /	....	....	......

Unit : (13) , **Lesson** : (3) (**Using protractor**)

Teacher guide's Page : .... , **Student book's Page** : ..... - ...

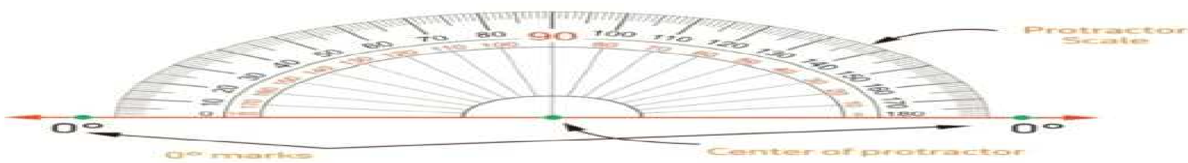
LEARNING OBJECTIVES : In this lesson the student should be able to :

Identify the parts of angles and name the angle.

Learning tools and resources: Worksheets ○ , S.B ● , Cards ●
Internet ○, Chart ○ , Money ●, Small places ○, Other things ●

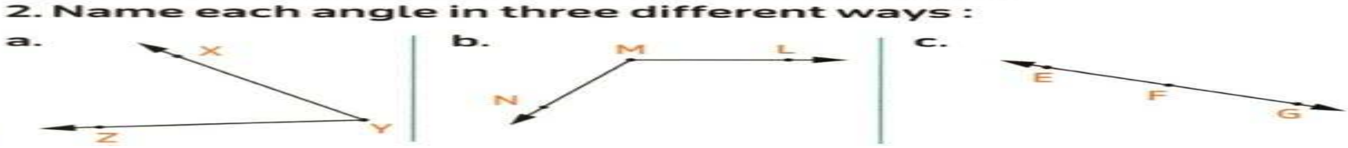
Learning strategies : Sharing ●, Thinking ○ , Grouping ○ ,
Role playing ○, Brain storming ●, Problem solving ○ , Explain discussion ○

Discover (opening the idea) :



Lesson activities (Learn) :

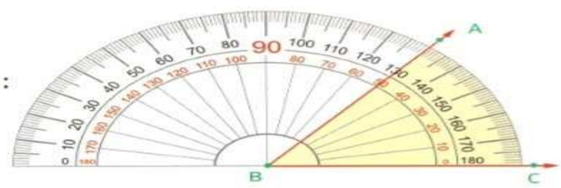
1. Name the rays and the vertex of each angle.
2. Name each angle in three different ways :



THINK :

Answer each of the following questions.

1. Use the opposite angle to answer the questions :
   a. Its name is ∠ ____________
   b. Its type is : ____________
   c. Its measure = ____________ °

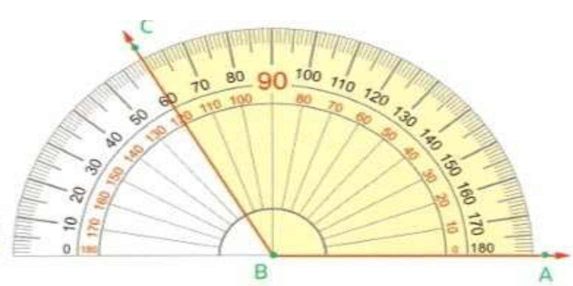


Closing the idea (Summary):

In the opposite angle :

a. Its measure is ____________ °

b. And type is ____________ angle.



Date	Period	class	Attendence	Absent	Total
_ .... / ...... /	....	4 /	....	....	......

Unit : (13) , **Lesson** : (4) (**Measuring angles**)

Teacher guide's Page : .... , **Student book's Page** : ..... - ...

LEARNING OBJECTIVES : In this lesson the student should be able to :

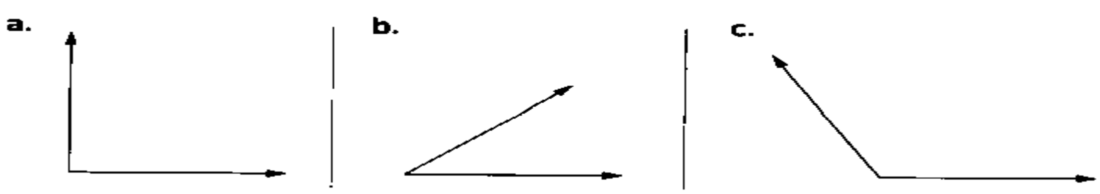
Use a protractor to measure angles.

Learning tools and resources: Worksheets ○ , S.B ● , Cards ●
Internet ○, Chart ○ , Money ●, Small places ○, Other things ●

Learning strategies : Sharing ●, Thinking ○ , Grouping ○ ,
Role playing ○, Brain storming ●, Problem solving ○ , Explain discussion ○

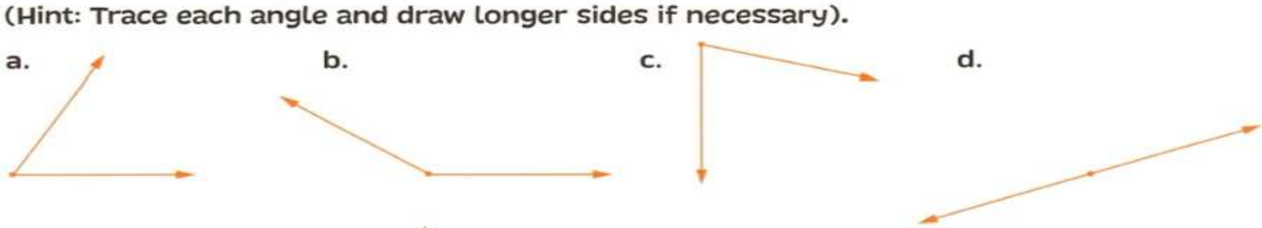
Discover (opening the idea) :

Trace each angle and extend its sides. Use a protractor to measure :



Lesson activities (Learn) :

Classify each angle as acute, right, obtuse, or straight. Then measure each angle.
(Hint: Trace each angle and draw longer sides if necessary).



THINK :

In the opposite figure :

a. The name of the angle is ____________

b. The type of the angle is ____________

c. The measure of the angle = ____________ °



Closing the idea (Summary):

What is the possible measure of the opposite angle ?



Date	Period	class	Attendence	Absent	Total
_ .... / ...... /	....	4 /	....	....	......

Unit : (13) , Lesson : (5) **(Drawing angles)**

Teacher guide's Page : ...... , **Student book's Page : .... - ....**

LEARNING OBJECTIVES : In this lesson the student should be able to :

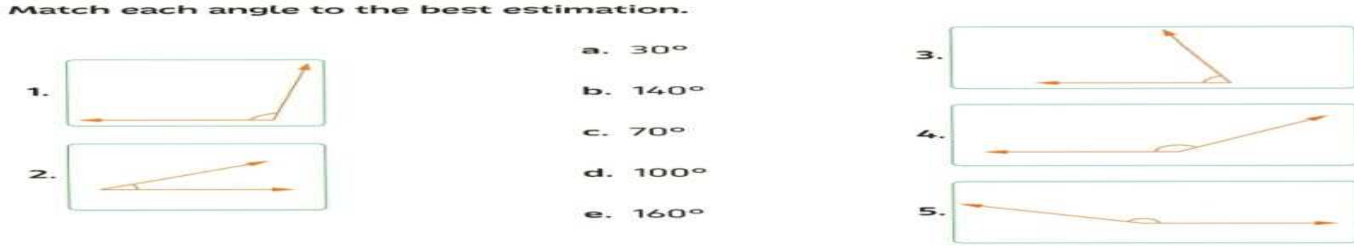
Use the protractor to draw angles between ° and 180°.

Learning tools and resources: Worksheets ○ , S.B ● , Cards ●
Internet ○, Chart ○ , Money ●, Small places ○, Other things ●

Learning strategies : Sharing ●, Thinking ○ , Grouping ○ ,
Role playing ○, Brain storming ●, Problem solving ○ , Explain discussion ○

Discover (opening the idea) :

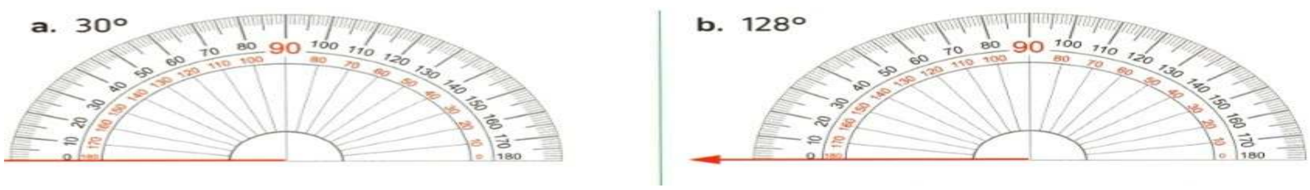
Match each angle to the best estimation.



Lesson activities (Learn) :

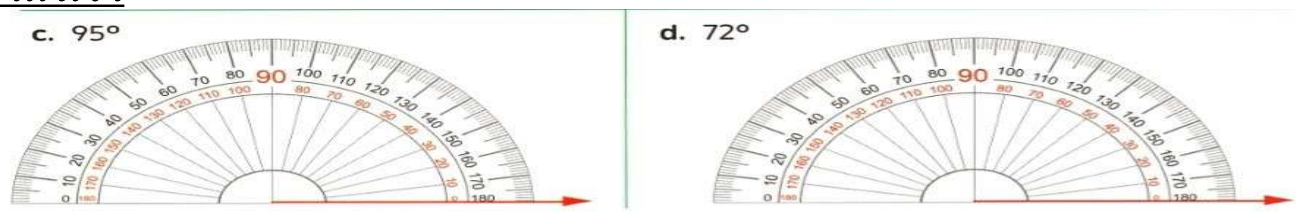
Mark each given angle on the protractor.
[Hint : Make sure you are using the correct scale]

a. 30° b. 128°



THINK :

c. 95° d. 72°



Closing the idea (Summary):

Use the protractor to draw each of the following angles. Make sure you are using the correct scale.

a. 15° b. 47° c. 124° d. 163°

Date	Period	class	Attendence	Absent	Total
_ …. / …… / ……..	……….	4 / ……	……..	……..	……

Unit : (13) , Lesson : (6) (Drawing angles with a protractor)

Teacher guide's Page : …… , ***Student book's Page*** : …. - ….

LEARNING OBJECTIVES : In this lesson the student should be able to :

Use the protractor to draw angles between ° and 180°.

Learning tools and resources: Worksheets ○ , S.B ● , Cards ●
Internet ○, Chart ○ , Money ●, Small places ○, Other things ●

Learning strategies : Sharing ●, Thinking ○ , Grouping ○ ,
Role playing ○, Brain storming ● , Problem solving ○ , Explain discussion ○

Discover (opening the idea) :

Drawing Angle Estimates. Use what you know about acute, obtuse, right and straight angles, along with benchmark angles to draw an estimate of each angle.

a. 20°	b. 40°	c. 10°	d. 60°
e. 80°	f. 140°	g. 100°	h. 150°

Lesson activities (Learn) :

a. Use the protractor
to draw the following angle
Measure : 90°
Type : ___

THINK :

Draw angle ABC its measure 60 ° , Then write its type ?

Closing the idea (Summary):

Complete:

A) The geometric tools used to drawing angles is ………….

B) in the angle XYZ , its vertex is ……..

and its two sides are …….. and …….

C) The measure of the straight angle is …….

Date	Period	class	Attendence	Absent	Total
_ .... / ...... /	....	4 /	....	....	......

Unit **: (13) ,** ***Lesson*** **: (7) (Classifying triangles using geometric tools)**

Teacher guide's Page : **...... ,** ***Student book's Page*** **: .... - ....**

LEARNING OBJECTIVES : In this lesson the student should be able to :

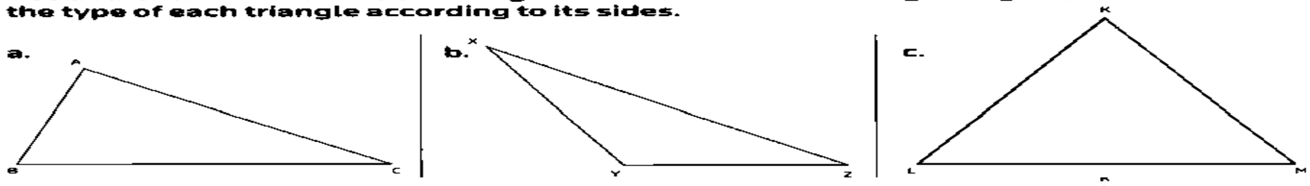
Classify triangles according to the length of its sides using the ruler and the measures of its angles using the protractor.

Learning tools and resources: **Worksheets ○ , S.B ● , Cards ●**
Internet ○, Chart ○ , Money ●, Small places ○, Other things ●

Learning strategies : **Sharing ●, Thinking ○ , Grouping ○ ,**
Role playing ○, Brain storming ● , Problem solving ○ , Explain discussion ○

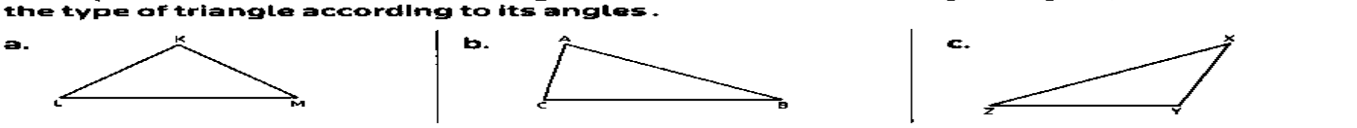
Discover (opening the idea) :

Use a ruler to measure the side lengths of each of the following triangles, then determine the type of each triangle according to its sides.



Lesson activities (Learn) :

Use a protractor to measure the angles of each of the following triangles, then determine the type of triangle according to its angles.



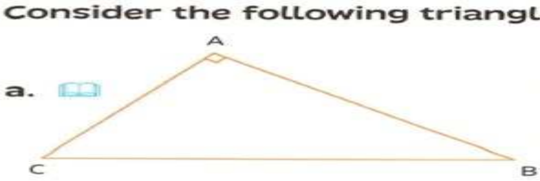
THINK :

By using your geometric instrument, determine the type of the triangle according to its sides and angles.



Closing the idea (Summary):

- Consider the following triangles (using your geometric instrument).



1. Type of △ ABC with respect to its sides ______
2. Type of △ ABC with respect to its angles ______


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